


Improvement Plan for

Springton Primary

2019 to 2021

Vision statement

Springton Primary Schools vision is to develop students who are resilient, collaborative, active problem solvers. Students will know and understand their next steps in learning through teachers targeted and responsive practices. 

Through achieving our goals by 2021 our students will be able to read a wide range of texts fluently using phonics as their prime strategy, to decode, write cohesively and with audience in mind and be able to problem solve and reason in mathematics with a sound foundation in number and algebra.



Government
of South Australia

Department for Education

Plan summary

Goals	Targets	Challenge of practice	Success criteria
Increase reading achievement through a focus on students decoding and encoding skills site-wide with a specific focus on the JP and students who are not meeting SEA.	Targets refined for 2020 onwards	If we implement both a consistent synthetic phonics program (Jolly Phonics/Grammar) and Guided Reading (with a focus on Reflecting on texts and Retrieving directly stated information), then we will improve student achievement in Reading R-7.	Students when reading aloud are able to -identify the sounds in speech and can reproduce and manipulate them orally - know the relationship between sounds and letters (graphemes) and can blend and decode when reading and writing by the end of Reception. • demonstrate deeper understanding of texts & refer to aspects to support thinking when working in guided reading groups • Students will read with increasing fluency & prosody when reading aloud reflecting shared reading explicit teaching.
	70% of students make SEA in Running Records at Rec, Year 1 and Year 2		
	R-2 target 100% of students make SEA in Running Records 3-7 target - 50% of RI and RF questions in PATR answered correctly by all students with 100% achieving SEA in PAT R		
Increase mathematical achievement of students particularly in the Number Strand, as evidenced by PAT-M.	50% of Number questions will be correctly answered by ALL students.	If we have a rigorous pedagogical approach to designing learning opportunities to build mathematical proficiencies, focusing on trust the count and place value to mastery using the Mathematics curriculum and the Numeracy Progressions, student achievement will increase.	When looking at students book work, talking to students and through moderation students will: • articulate understanding of concepts -describe and identify their own learning goals in Mathematics • successfully and confidently, use visuals and manipulatives when appropriate, to explain their thinking & justify strategies • actively find connections and patterns between related concepts and apply to unfamiliar contexts • use mathematical knowledge to formulate & solve problems in unfamiliar & meaningful situations. • answer questions using efficient methods which demonstrates a robust understanding and fluency
	60% of Number questions will be correctly answered by ALL students.		
	R-2 target - R subitising level 2, yr 1 subitising level 4, yr 2 subitising mental objects level 5 3-7 target - 50% of Number questions answered correctly by all students with 100% achieving SEA in PAT M		
To improve individual student growth in writing Reception - 7 with the use of rich texts and a focus on vocabulary development, characters & setting and sentence structure, including punctuation.	70% of Yr 3, Yr 5 and Yr 7 students achieve SEA as indicated by 2019 NAPLAN	If we have a clear and visible pedagogical approach to teaching English with a focus on shared reading, modeled, shared and guided reading emphasizing how authors make choices about texts, vocabulary and its effects and the language features of rich texts student achievement will improve.	When we look at student work through book looks and moderation we will see evidence of students imitating, adapting and using model texts and ideas drawn from shared, guided and modelled reading in their writing of narrative. Students are able to create an increasingly complex range of spoken, written and multi-modal texts using a broad knowledge of authorial choices and language features drawing from, in particular: • depth in vocabulary • sophisticated use of character & setting • fluency in sentence formation and the use of punctuation.
	80% of Yr 3, Yr 5 and Yr 7 students achieve SEA as indicated by 2019 NAPLAN		
	R-3 target - Brightpath benchmark in Narrative 5-7 target - Brightpath benchmark in Narrative		